DOCUMENT RESUME

ED 123 854 EC 090 222

AUTHOR Orloff, Jeffrey H., Comp.
TITLE "Chrysalis -- A Time for Change."
PUB DATE Jul 76
NOTE 35p.; Northern Virginia Conference on Gifted/Talented Education (1st, Falls Church, Virginia, April 30 - May 1, 1976)

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS *Conference Reports; Elementary Secondary Education; Evaluation Methods; Exceptional Child Education; *Gifted; *Program Evaluation

ABSTRACT

Presented is an evaluation of the first annual Northern Virginia Conference on Gifted/Talented Education held April 30 - May 1, 1976. Listed are details of the agenda, keynote speakers, mini-lab leaders, mini-lab sessions, conference participants, budget, and geographical areas represented. Evaluation information is provided on specific program sessions, suggested topics and speakers for future programs, and strengths and weaknesses of the conference. (CL)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED123854

NORTHERN VIRGINIA COUNCIL FOR GIFTED/TALENTED EDUCATION

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

EVALUATION OF THE FIRST ANNUAL NORTHERN VIRGINIA CONFERENCE ON GIFTED/TALENTED EDUCATION

"CHRYSALIS--A TIME FOR CHANGE"

APRIL 30 - MAY 1, 1976

GEORGE MASON HIGH SCHOOL
LEESBURG PIKE (ROUTE 7) AND HAYCOCK ROAD
FALLS CHURCH, VIRGINIA

Compiled by:

Jeffrey H. Orloff

SPECIAL THANKS:

To Bella Kranz, from whose mind this conference was born.

To Dr. Warren J. Pace, Superintendent, Falls Church City Public Schools and to the members of the staff of George Mason High School for being the host school of this first annual conference.

EC 902222

TABLE OF CONTENTS PAGE

I. SPONSORS AND STEERING COMMITTEE.....1

II. PROGRAM.....2

III. KEYNOTE SPEAKERS.....3

IV. MINI-LAB LEADERS.....3

V. MINI-LAB SESSIONS.....5

VI. CONFERENCE ATTENDANCE.....8

VII. CONFERENCE BUDGET.....8

VIII. GEOGRAPHICAL AREAS SERVED BY PERSONS ATTENDING THE CONFERENCE...9

IX. CONFERENCE EVALUATION.....11

X. MINI-LAB SESSION EVALUATION.....12

XI. NUMBER OF PEOPLE ATTENDING INDIVIDUAL MINI-LAB SESSIONS....13

XII. RESPONSES FROM CONFERENCE EVALUATION FORM.....14

A. Do you feel that an annual conference of this type is worthwhile?.....14

B. What are your suggertions for topics for future conferences?

Credit.....14

Non-Credit.....15

C. Strengths of the Conference

Non-Credit.....17

D. What, in your opinion, is the greatest weakness of the conference?

Credit.....18

Non-Credit.....18

E. What are your suggertions for improving the conference, if held, in the future?

Credit.....20

F. Please list suggestions for speakers of note and indicate area of expertise

Credit.....20

Non-Credit.....21

G. Please list suggestions for presentors of mini-labs and indicate areas of expertise

Credit.....22

Non-Credit.....22

APPENDIX

EVALUATION FORM FOR PARTICIPANTS IN CONFERENCE WHO ARE ENROLLED FOR GRADUATE CREDIT

EVALUATION FORM FOR PARTICIPANTS IN CONFERENCE WHO ARE NOT ENROLLED FOR CREDIT

First Annual Northern Virginia
Conference on
Gifted/Talented Education

"Chrysalis--A Time For Change"
April 30 - May 1, 1976

George Mason High School
Leesburg Pike (Route 7) and Haycock Road
Falls Church, Virginia

I. Sponsors and Steering Committee

Alexandria City Schools
Richard Hills
Asst. Supt. for Instruction

Council for Exceptional Children
Chapter #192
Tom Scott
President

Fairfax County Association for the Gifted
Fairfax, Virginia
Len Deibert
Betty Deibert
Harris Emmons
Janet Lutz
Mary Carroll Potter

Fairfax County Public Schools
Bella Kranz
Conference Coordinator
Program Specialist, Gifted & Talented

Falls Church City Public Schools
Jeffrey H. Orloff
Principal, Madison Elementary School

George Mason University
Fairfax, Virginia
Barbara Givens
Florence Shelton

Prince William County Schools
Lee Colman

University of Virginia
Charlottesville, Va.
David Wilhoit
Consultant

II. PROGRAM

FRIDAY

7:00-7:30 p.m.	Registration
7:30-9:30 p.m.	Program (Auditorium) Isabelle Rucker, Conveyor of Conference S. John Davis, Welcome Gwendolyn Cooke, Keynote Speaker "The Arts and Academic Performance" Mime Group Children associated with June Allen's Street 70, Maryland Poetry - Dance Groveton High School students dance, wrote original poem, adapted and arranged choreography. "Philip The Flower Eating Phoenix" Groveton High School touring players present a one act play they adapted, wrote music and lyrics for and choreographed. Under direction of Dorothy Kogelman, Drama Chairperson
9:30 p.m.	Reception (Media Center)

SATURDAY

8:00-8:45 p.m.	Coffee/Registration
8:45-11:30 p.m.	Mini-Labs
11:30-12:30 p.m.	Lunch (Cafeteria)
12:45-2:00 p.m.	Program (Auditorium) Isabelle Rucker, Convener of Conference Warren J. Pace, Welcome Jeanne Delp, Keynote Speaker "Mirrors For Reflection-Perceptions For The Teacher, Administrator, Parent"
2:15-3:00 p.m.	Continuation of Mini-Labs
3:00-4:00 p.m.	Conference Evaluation (Auditorium)

III. KEYNOTE SPEAKERS

Dr. Gwendolyn Cooke
Coordinator, Gifted Programs, Baltimore City Public Schools
Former Coordinator, University Without Walls Morgan State College

Jeanne Delp
Consultant, National/State Leadership Training Institute -- Gifted
Former Coordinator Garden Grove Unified Schools -- Gifted Education

June Allen
Founder, Director of Street 70
Studied at Royal Academy of Dramatic Arts
Member of Creative Problem Solving Institute at University of New York and Educational Synectics in Cambridge, Mass.

Dr. S. John Davis
Division Superintendent of Fairfax County Public Schools

Dr. Warren J. Pace
Division Superintendent, Falls Church City Schools, Falls Church, Virginia

IV. MINI-LAB LEADERS

Tracey Battley
Teacher of the Gifted, Stratford Landing Elementary School, Alexandria, Virginia

Dee Bennett
Area III Resource Teacher, Gifted/Talented Programs, Fairfax County Public Schools, Virginia

Helen Bernstein
Teacher of the Gifted, Keene Mill Elementary School, Springfield, Virginia

Margo Brown
Teacher of the Gifted, Longfellow Intermediate School, Falls Church, Virginia

Donald Dearborn
Director of Elementary Education, Alexandria Public Schools

Mickey Frick
Teacher of the Gifted, Frost Intermediate School, Fairfax, Virginia

Bea Gustafson
Pupil Services Director, Fairfax County Public Schools

Nedra Harkevy
Project Director of Hampton City School Program -- Computer Enhancement of Instructional Programs
Member of State Advisory Committee for Gifted/ Talented

Katherine Hopper
Local Director, Governors School for the Gifted, Fredericksburg, Virginia

Adrelia Hunter
Principal, Lyles Crouch Elementary School

Vincent Kashuda
Principal, Keene Mill Elementary School
Principal, formerly at Stratford Landing Elementary School
Both Schools have Gifted/Talented Center Programs, Fairfax County Public Schools, Fairfax, Va.

Marge Knutson
Curriculum Specialist, Physical Education, Fairfax County Public Schools

Rhea Lindstrom
Area I Resource Teacher, Gifted/Talented Programs, Fairfax County Public Schools, Fairfax, Va.

Betty Lester
Teacher of the Gifted/Talented, Mark Twain Intermediate School, Alexandria, Virginia

Sylvia Lewis
Teacher of the Gifted/Talented, Stratford Landing Elementary School
Teacher of the Gifted/Talented, San Diego Public Schools

June Maker

Roberta New
Psychologist, Alexandria Public Schools

Harriet Parrott
Principal, Columbia Elementary School Based Gifted/ Talented Program, Annandale, Va.

Bonnie Polk
Title IX Officer, Fairfax County Public Schools

Bryna Rifkind
Teacher of the Gifted/Talented, Kent Gardens Elementary School, McLean, Virginia

Isabelle Rucker
State Director, Programs For The Gifted

Mary Sykes
Area IV Resource Teacher, Gifted/Talented Programs, Fairfax County Public Schools

David Wilhoit
PhD Candidate, University of Virginia, Charlottesville, Virginia
Teaching and administrative experience in Gifted Programs, Georgia

V. Mini-Lab Sessions

1. Try it, you'll like it...
Principals Evaluate Gifted/Talented Programs.
Principals evaluate their first and subsequent reactions to gifted programs being placed in their schools. They will share the guidelines for assisting teachers in developing successful relations with parents and other faculty members.
Group Leaders -- Donald Dearborn, Vincent Kashuda, Harriet Parrott

2. Beyond Dick and Jane...
Primary Gifted Children And A Differentiated Curriculum.
Primary programs for young gifted Learners need special strategies which respect the fact that emotionally the children are 8 years old, but intellectually 12. The teachers, who team teach, will demonstrate their strategies and the children's work.
Group Leaders -- Tracey Battley, Sylvia Lewis

3. A gingerbread curriculum is obsolete...
Criteria For Gifted Programs.
Themes, curriculum, and techniques which builds respectable gifted programs. Teachers demonstrate the difference between frivolous, discounted, so-called creative experiences and a sequential program for gifted/talented students. The presentor will demonstrate how curriculum for gifted is written.
Group Leader -- Dee Bennett

4. Do boys make passes at girls in gifted classes?
Prognosis For Success Among Gifted Girls.
What progress have talented girls made in actualizing their potential? Why, if gifted girls are as achieving as gifted boys do they wind up in less satisfying progressions? Fairfax County Public Schools Title IX Officer discuss these and other problems of talented girls. Guidelines for parents will be included.
Group Leader -- Bonnie Polk

5. Scores, scores and more scores...
A New Identification Procedure For Gifted/Talented.
Identification procedures for screening gifted/talented students in order to find them regardless of race, ethnic background or socio-economic roots will be discussed. Test scores and non-empiracle techniques for finding multitalented youth will be explored. Fairfax County Public Schools, screening of multi-talented students will be explained.
Group Leader -- Bea Gustafson

6. Learning through movement...
Activities And Strategies That Enhance Learning Experiences Through Physical Movement.
The problem solving approach, for example, can be used to challenge intellects while cultivating abilities. Needs and characteristics along with how to productively channel energies to develop well rounded, physically fit and socially well adjusted children will be discussed.
Group Leader -- Marge Knutson

7. Questions may be more important than answers...
Strategies For Using Productive Thinking And For Releasing Creativity.
Emphasis on how teachers release critical thinking and creativity will be demonstrated. How to use and include Frank William's strategies for productive thinking will be presented by an experienced resource teacher.
Group Leader -- Betty Lester

8. Beyond haiku, cinquain and structure...
Poetry For Gifted/Talented Children.
The presentor will provide a demonstration of motivating children to read and talk about poetry. The youngsters participating will share their feelings and attitudes about selected poems.
Group Leader -- Helen Bernstein

9. Said the birch to the oak...
Environmental Sciences For Gifted/Talented Classes.
A presentation of critical thinking skills applied to ecological problems. The teacher will share children's research, concerns, and scientific discoveries about a study of the environment at the 7th - 8th grade level.
Group Leader -- Mary Sykes

10. What happens to a raisin in the sun?...
The Culturally Different Gifted Student.
The problems of the culturally different gifted child may be the problems presented by an unresponsive school system or by the failure of the available screening tools to find these multi-talented youth. A presentation of the techniques for finding and assisting these children to realize their full creative potential will be provided.
Group Leader -- Adrelia Hunter

11. Relativity, computers, and leaps in math...
Unique Math Programs For Gifted/Talented.
Innovative and sophisticated mathematical enrichment ideas for gifted and talented students in elementary and intermediate grades will be highlighted. Computer mathematics for gifted and talented is one of several presentations which will be included in this session.
Group Leader -- Nedra Harkevy

12. Hush, little baby...
Parent Techniques Which Assist Gifted/Talented Youngsters.
The presentor will share what parents of gifted/talented children typically ask when their children are identified and how family relations may be easily developed with these children. Surprise techniques are in store for the participants.
Group Leader -- Roberta New

13. Teenagers and tramas...
Young Adolescents in Gifted/Talented Intermediate Classes.
How significant is creativity at this stage? How do these youngsters construct a value system and how do special programs assist them?
Group Leader -- Micky Frick

14. Humor, humanities and happiness...
Good Content And Good Feelings In Language Art Experiences.
The presentor will share exciting and effective Language Art Activities with gifted/talented children. Throughout the demonstration there will be illustrations of critical thinking skills applied to reading, creative writing, and poetry.
Group Leader -- Rhea Lindstrom

15. Alls well that plays well...
Drama In The Gifted Curriculum.
The importance of creative dramatics in all aspects of gifted curriculum will be illustrated and discussed by the presentor. Improvisational drama in the lives of gifted/talented children assists in releasing creative potential and the presentor will give examples of this.
Group Leader -- Bryna Rifkind

16. Governors School of Virginia: An Overview
A summer "time out" for creative and high achieving adolescents who spend four weeks on a college campus. Two participants of an earlier summer will share their expectations, fears and fulfillment at Mary Washington College Governor's School.
Group Leader -- Katherine Hopper

17. Community Based Programs For The Gifted.
High School and Junior High School successful programs are shared. These are non-traditional and often "schools without walls" community based programs to assist young adolescents in turning themselves on to learning.
Group Leader -- David Wilhoit

18. The Gifted Pre-Adolescent.
A teacher shares her students' pre-adolescent concerns and preferences in gifted curricula. Examples of children's work highlights their emotional and intellectual depths.
Group Leader -- Margo Brown

19. The Gifted Handicapped Child.
A discussion of the handicapped child who is also gifted.
Group Leader -- June Maker

VI. CONFERENCE ATTENDANCE

a.	Number of Persons Registered - Paid	
	Individual	225
	Association Couple	16
	Student	17
		275
b.	Number of Persons Registered - Complementary (Conference Workers, Mini-Lab Leaders, Steering Committee, etc.)	
	Individual	45
c.	Total Attendance	320
d.	Number of lunches sold	165
e.	Number of those taking the conference for one credit from the University of Virginia	57

VII. CONFERENCE BUDGET (as of 6/25/76)

Receipts:

Seed money from Fairfax County Association for the Gifted	250.00	
Pre-Registration, Lunch, University of Virginia credit	4,077.00	
Conference Registration and Lunch	259.61	4,586.61

Expenditures:

Refund seed money	250.00	
Stamps	13.00	
S&C Printing (leaflets)	385.84	
Univ. of Va. - Credit (57 @ 24.00)	1,368.00	
Miscellaneous Supplies	10.48	
Registration Refunds	92.50	
Refund on Credits (Univ. of Va.)	24.00	
Keynote Speakers	687.15	
Mini-Lab Leader Honorariums (21 @ 25.00)	525.00	
Lunches (165 @ 2.50)	412.50	
Program Printing	370.24	
Reception Expenses	51.50	
Custodial & Stage Hands	46.98	
Seed Money for 1977 Conference	349.42	4,586.61
Balance		00.00

VIII. Geographical Areas Served by Persons Attending the Conference

CALIFORNIA (1)
Garden Grove - 1

PENNSYLVANIA (3)

Delaware County (2)
Bromall - 1
Springfield - 1

Westmoreland County (1)
Latrobe - 1

MARYLAND (15)

Anne Arundel County (2)
Annapolis - 1
Glen Burnie - 1

Baltimore City (1)
Baltimore - 1

Charles County (2)
La Plata - 1
White Plains - 1

Montgomery County (5)
Chevy Chase - 1
Rockville - 1
Silver Spring - 3

Prince Georges County (6)
Greenbelt - 1
Hyattsville - 1
New Carrollton - 1
Oxon Hill - 1
Seabrook - 1
Upper Marlboro - 1

VIRGINIA (242)

Alexandria City (50)
Alexandria - 50

Arlington County (12)
Arlington - 12

Charlottesville City (11)
Charlottesville - 11

Chesapeake County (3)
Chesapeake - 3

Fauquier County (14)
Front Royal - 14

Fairfax City (15)
Fairfax - 15

Fairfax County (84)
Annandale - 13
Burke - 4
Centerville - 3
Chantilly - 1
Dunn Loring - 2
Falls Church - 10
Great Falls - 3
Herndon - 5
Lorton - 3
McLean - 7
Oakton - 3
Reston - 12
Springfield - 12
Vienna - 6

Falls Church City (8)
Falls Church - 8

Franklin County (1)
Ferrum - 1

Fredericksburg City (1)
Fredericksburg - 1

King George County (3)
King George - 3

Loudoun County (4)
Purcellville - 1
Sterling - 3

Norfolk City (3)
Norfolk - 3

Nottaway County (1)
Blackstone - 1

Orange County (1)
Barboursville - 1

Prince William County (17)
Dumfries - 2
Manassas - 4
Woodbridge - 11

Rappahannock County (1)
Sperryville - 1

Richmond City (1)
Richmond - 1

Roanoke City (4)
Roanoke - 4

Roanoke County (1)
Vinton - 1

Rockingham County (1)
McGaheysville - 1

Scott County (2)
Gate City - 2

Shenandoah County (1)
Seven Fountains - 1

Stafford County (1)
Stafford - 1

Virginia Beach City (1)
Virginia Beach - 1

Washington County (1)
Blacksburg - 1

WASHINGTON, D.C. (1)
Washington - 1

IX. Conference Evaluation

Scores listed below were derived from the two evaluation forms, credit and non-credit, used by those attending the conference (see Appendix).

Number of evaluation forms returned:

Credit	71
Non-Credit	139
Total	210

The following rating scale was used by those attending the conference to express their feelings of each of the items listed in Sections IX and X.

Poor.....1
Below Average.....2
Average.....3
Above Average.....4
Excellent.....5
No Opportunity to Observe.....6

"Credit" refers to those taking the conference for one credit from the University of Virginia.

		Credit	Non-Credit	Total
a.	Planning and Organization	4.8	4.6	4.7
b.	Quality of Materials (Programs, etc.)	4.5	4.1	4.4
c.	Contribution of Materials to Conference	3.9	3.9	3.9
d.	Registration Procedures	4.6	4.5	4.6
e.	Calendar of Events	4.8	4.4	4.5
f.	Hospitality of Committee	4.9	4.6	4.7
g.	Information Provided as to Facilities available	4.3	4.0	4.1
h.	Physical Facilities	4.7	4.4	4.6
i.	Luncheon	4.9	4.5	4.6
j.	Length of Sessions	4.2	4.3	4.3
k.	Contribution of Activities of Children	4.7	4.4	4.5
l.	Choice of Topics for Mini-Labs	4.5	4.4	4.4
m.	Length of Time Allotted for Mini-Labs	4.4	4.2	4.2
n.	Keynote Speakers			
	Delp	4.9	4.9	4.9
	Cooke	3.5	3.6	3.6
	TOTAL	4.5	4.3	4.4

X. MINI-LAB SESSION EVALUATION

		Credit		Non-Credit		Total	
		Value	Rank	Value	Rank	Value	Rank
1.	Principals Evaluate Gifted/ Talented Programs	3.9	11	3.7	9	3.7	10
2.	Primary Gifted Children And A Differentiated Curriculum	3.9	11	4.2	6	4.0	8
3.	Criteria For Gifted Programs	3.9	11	3.6	10	3.7	10
4.	Prognosis For Success Among Gifted Girls	4.6	5	4.3	5	4.4	5
5.	A New Identification Procedure For Gifted/Talented	4.5	6	3.3	11	3.8	9
6.	Activities And Strategies That Enhance Learning Experiences Through Physical Movement	2.5	13	2.5	13	2.5	13
7.	Strategies For Using Productive Thinking And For Releasing Creativity	4.1	9	4.1	7	4.1	7
8.	Poetry For Gifted/Talented Children	4.7	4	4.3	5	4.5	4
9.	Environmental Sciences for Gifted/Talented Classes	4.4	7	4.3	5	4.4	5
10.	The Culturally Different Gifted Student	3.9	11	2.4	14	3.0	11
11.	Unique Math Programs For Gifted/Talented	2.7	12	2.8	12	2.8	12
12.	Parent Techniques Which Assist Gifted/Talented Youngsters	4.0	10	4.0	7	4.0	8
13.	Young Adolescents in Gifted/ Talented Intermediate Classes	4.6	5	4.9	1	4.8	2
14.	Good Content And Good Feelings In Language Art Experiences	4.8	3	4.6	3	4.6	3
15.	Drama In The Gifted Curriculum	5.0	1	4.8	2	4.9	1
16.	Governors School of Virginia: An Overview	4.3	8	4.5	4	4.4	5
17.	Community Based Programs For The Gifted	4.9	2	3.7	9	4.5	4
18.	The Gifted Pre-Adolescent	4.4	7	4.0	8	4.2	6
19.	The Gifted Handicapped Child	-	-	-	-	-	-

XI. Number of People Attending Individual Mini-Lab Sessions

(information from conference evaluation sheet)

		Credit		Non-Credit		Total	
		#	Rank	#	Rank	#	Rank
1.	Principals Evaluate Gifted/ Talented Programs	12	9	29	5	41	7
2.	Primary Gifted Children And A Differentiated Curriculum	20	4	32	4	52	5
3.	Criteria For Gifted Programs	47	1	52	1	99	1
4.	Prognosis For Success Among Gifted Girls	6	13	14	12	20	15
5.	A New Identification Procedure For Gifted/Talented	15	6	28	6	43	6
6.	Activities And Strategies That Enhance Learning Experiences Through Physical Movement	6	13	12	13	18	14
7.	Strategies For Using Productive Thinking And For Releasing Creativity	38	2	48	2	86	2
8.	Poetry For Gifted/Talented Children	12	9	15	11	27	12
9.	Environmental Sciences For Gifted/Talented Classes	8	12	8	14	16	15
10.	The Culturally Different Gifted Student	13	8	16	10	29	11
11.	Unique Math Programs For Gifted/Talented	11	10	27	7	38	9
12.	Parent Techniques Which Assist Gifted/Talented Youngsters	11	10	29	5	40	8
13.	Young Adolescents in Gifted/ Talented Intermediate Classes	14	7	24	9	38	9
14.	Good Content And Good Feelings In Language Art Experiences	34	3	32	4	66	3
15.	Drama In The Gifted Curriculum	19	5	37	3	56	4
16.	Governors School of Virginia: An Overview	6	13	6	15	12	16
17.	Community Based Programs For The Gifted	4	14	8	14	12	16
18.	The Gifted Pre-Adolescent	10	11	26	8	36	10
19.	The Gifted Handicapped Child	3	15	3	16	6	17

XII. Responses From Conference Evaluation Form

(In Items B through G, number in parenthesis after each item indicates the number of times the specific comment was made. All items are listed in order of frequency.)

A. Do you feel that an annual conference of this type is worthwhile?

Credit	Yes - 71	No - 0
Non-credit	Yes - 138	No - 1
Total	Yes - 209	No - 1

B. What are your suggestions for topics for future conferences?

Credit (Item VI from evaluation form)

- elementary level science and math (7)
- music education for the gifted/talented (2)
- pros and cons of putting gifted/talented into a self-contained classroom (2)
- pupil written poetry (2)
- the evaluation of local school-based gifted/talented programs (2)
- value strategies used with the gifted (2)
- criteria and screening instruments (2)
- much more concrete ideas about curriculum and outside resources and aids
- mainstreaming and individualization of gifted education
- how the self-contained classroom teacher can stimulate gifted/talented students while not stifling underachievers
- more activities to stimulate productive thinkers
- copies of actual units taught successfully
- using improvisation as an initial step to producing films
- budget problems - how to meet and conquer
- parents and teachers of the gifted learner: a time for reassurance and reflections
- half-day sessions dealing with ideas and activities to stimulate critical thinking and problem-solving skills
- we're awake - now what?
- more practical information
- how to deal with the gifted/talented in the regular classroom
- more of Jeanne Delp's type of presentation in dealing with the skeptics and opponents of this type of program
- technique demonstrations
- working with gifted/talented students in different physical school surroundings (self-contained, open, etc.)
- use more professional leaders than classroom teachers and coordinators
- repeat of most successful topics from this year

- outdoor classroom experiences for the gifted/talented child
- careers and the gifted/talented
- the gifted child and the affective domain
- ways of training teachers
- new perspectives in gifted/talented
- research - current
- how to be more creative
- have a psychologist to discuss the use of I.Q. tests as a selection process for gifted/talented children
- gifted children and their parents
- more topics of general interest to parents
- gifted teachers for gifted students
- professional education associations role in education today
- preparing children for an exciting future
- materials and media available
- parent groups - information and activities
- specific curriculum development in given areas
- how the gifted child fits into society
- getting parents involved in helping without getting them over involved
- implementing creative thinking in all disciplines
- more children
- a mini-lab on teaching poetry
- implementation of programs in small systems
- a rough curriculum guide for various subject areas
- greater study of how to identify the culturally different gifted/talented child
- supervision of gifted and talented programs
- evaluation of gifted and talented programs
- electronic music with the gifted child
- creative communication and media (T.V., radio, etc.)

Non-Credit (Item III from evaluation form)

- better math activities (6)
- co-participation - parent/teacher cooperation, collaboration (4)
- much of the same (3)
- emphasis on identification (3)
- more child participation (3)
- curriculum writing in specific areas (3)
- what happens to the gifted and talented program after the intermediate school? (2)
- how to have a viable gifted math program within a regular program (2)
- same mini-labs should be repeated at next conference (2)
- "Developing America's Most Precious Natural Resource - It's Gifted and Talented Leaders of Tomorrow" (2)
- how to organize and develop a parent's association for gifted/talented (2)
- mainstreaming various special grouping (2)
- gifted/talented programs for K-3 (2)
- underachievers (2)

- seminars on science for the gifted (2)
- differentiated curriculum for gifted/talented (2)
- music
- the gifted and the futuristic program
- session on strategies of Guilford
- more on dealing with parents, advice for parents, etc.
- practical rather than theory
- creativity - what is it? How do you elicit it? How do you teach for it? How can we begin? to measure it?
- the performing arts in gifted/talented programs
- grading of students in a gifted program
- coordination between the elementary and intermediate school
- parental supplement to formal program
- repeat of current topics
- actual curriculum aids
- keep to common sense/concise presentations
- more emphasis on the talented (humanities)
- future studies
- tips for parents in dealing with equally gifted siblings who have not been recognized as being so gifted by the school system
- more handout sheets
- how parents can effect the development of programming within schools
- exhibits of programs in progress
- more on Governor's School
- gifted/talented handicapped
- approaches for dealing with the gifted/talented child in the classroom that are not in the base school program
- separate general information lectures from idea workshops
- evaluation procedures - Renzulli materials
- programming for small systems that will give a possible framework for dealing with the gifted and talented on an all-school year basis
- "Gifted/Talented Children - America's Newest Minority"
- Identifying the L.D. or otherwise "camouflaged" gifted/talented child
- parent-child relations for gifted/talented
- logistics of freeing teacher time to teach gifted/talented in school based program
- video tape or audio tape speakers
- self actualization
- outdoor classroom experiences for the gifted/talented child
- more practical "hands on" activities
- larger variety of sales items and manipulatives
- follow-up on the progress and development of gifted students
- how to structure the peer identification process among gifted students in a mainstream management gifted program
- programming for the gifted child in a school without a formal program
- behavior modification ideas
- we have identified our young potential leaders - what will they lead? Where will they go? What jobs? Future placement
- Discussions of curriculums for gifted/talented

- identification procedures for gifted/talented
- some group discussion on present programs in existence some of the good and bad
- emotionally disturbed gifted/talented children and how to cope/aid for them
- overcoming cultural bias in gifted/talented identification procedures
- political/bureaucratic obstacles to gifted/talented programs and how to overcome them
- legal rights of gifted/talented children and their parents program and curriculum ideas for music, art, p.e., etc.
- biographical sketches of actual gifted/talented students from this areas "both currently and graduates"
- motivating the gifted/talented child
- survey/suggestions re: extra curricular activities in Greater Washington, D.C. area
- more emphasis at the 7-12 grade level
- "Gifted Today - Leaders Tomorrow"
- gifted children in kindergarten
- screening for culturally different gifted/talented children
- teaching literature creatively
- administrative duties for gifted/talented programs
- use of media
- creative activities applicable to classroom situations
- topics catering to different ways of teaching, team teaching, self-contained, cluster schools, "Pod" systems.
- why train the gifted
- more for elementary level
- mini-labs on gifted programs in each curriculum area
- role of the Federal Government in gifted/talented programs
- "Gifted Teachers for Gifted Children"

C. Strengths of the Conference

Non-Credit (Item IV from evaluation form)

- organization of conference (33)
- widespread topics (25)
- Jeanne Delp (17)
- good speakers (16)
- mini-labs (10)
- lunch (3)
- performance by gifted/talented students (3)
- moved at a nice pace (2)
- hearing and talking to people familiar with problems of having bright kids as well as the joys (2)
- Bella Kranz (2)
- mini-lab #14
- participation rather than observing (2)
- friendliness of conference leaders
- helpfulness and interest of leaders to answer questions
- classes began and ended on time
- minimum of administrative detail
- good length of mini-labs

- professional expertise of speakers
- cooperation of many
- broad spectrum of presentors
- exchange of ideas helpful to teachers, supervisors
- warm group
- variety, enthusiasm, experience
- plenty of space
- excellent motel closeby
- timing perfect
- large number of people all are enthusiastic
- the spirit of discovery was evident
- Isabel Rucker
- practical information for classroom teacher
- offering UVA credit (and ease of registration)
- Groveton student performers
- the drama workshop
- good handouts
- most group leaders were classroom teachers (more credibility)
- facility
- 45 minute labs

D. What, in your opinion, is the greatest weakness of the conference?

Credit (Item VIII from evaluation form)

- too little time to sample all offered (5)
- mini-lab description not same as presentation (5)
- not enough time to talk informally with personnel from other systems (3)
- not enough space in the mini-lab sessions (2)
- more handouts needed (2)
- lack of participation from outside the immediate area
- too many mini-labs that sounded interest to attend
- hours
- too many speakers
- program basically geared to gifted rather than gifted/talented
- students did not give their opinion of their gifted program
- started late
- keynote addresses were lengthy
- not enough on music and fine arts
- no time for hangover dialogue with lab leader or group member
- not enough use of students
- some mini-lab speakers overlapped with their information
- some speakers assumed that all participants understood the "educational jargon"
- not enough seats
- not enough information was sent prior to the conference - maps of area and information on housing would be helpful

Non-Credit (Item IV from evaluation form)

- more time for mini-labs needed (13)
- Friday night sessions (6)

- rooms too small and sterile (4)
- not advertised enough (4)
- need more handout material (3)
- some mini-labs were not informative and not well planned by lab speakers (3)
- too many mini-labs (2)
- need more exhibits from kids (2)
- Saturday date (2)
- parking facilities (2)
- not enough information as to "level" of presentation listed on program (2)
- repetition for those who have attended other workshops (2)
- more information for in-school gifted/talented programs (2)
- lunch
- lecture-reading speech rather than speaking
- more information should be sent on location of conference and nearby lodging
- send program before registration day (2)
- more children should be used
- too much Fairfax
- poetry
- too great a distance between two sets of rooms
- time of Friday night program - ended too late
- location of conference should be in center of state
- mini-lab, in some cases, did not follow course description
- no knives served at lunch
- availability to keynote speaker lacking
- assumed the laymen knew the Williams strategies
- could have a bibliography for the conference
- handouts poor quality
- repetition of information
- overlap of materials by presenters
- not enough material for secondary level
- more parents
- lack of information for out-of-towners
- length of welcome speeches
- too many conflicts between mini-labs
- no opportunity to attend <u>each</u> of the mini-lab sessions - conference should have been a day longer
- not enough chairs in some rooms
- some terms unknown to laymen
- browsing table limited
- poor quality handouts
- the conference seemed secondary oriented
- some of the mini courses needed to be more inspirational
- no films
- two keynote speakers unnecessary
- the afternoon sessions did not have the interest as the morning sessions
- lack of materials applicable to actual classroom methods for stimulating the gifted/talented attendance on Saturday

E. What are your suggestions for improving the conference, if held, in the future?

Credit (Item VII from evaluation form)

- mini-labs should be longer (17)
- more student participation (3)
- hours - do not have late evening - early morning (3)
- more handouts of activities and resource materials (3)
- make the conference another day longer (2)
- include information on kindergarten, grade 1 and 2 (2)
- more mini-labs needed (2)
- performances are given (2)
- more teacher demonstrations
- more sessions by gifted/talented teachers instead of all center teachers
- would like to observe a teacher take a group and introduce a unit
- exhibits of the work of gifted students
- shorten keynote speakers time
- more parent-teacher discussion
- short conference on time
- have people talk about programs in other areas of the country
- have a list of questions to be asked on the evaluation form so one can take appropriate notes
- more varied literature for sale
- programs on various levels of understanding
- use larger rooms
- every mini-lab should have ditto lists of useful material-bibliographies
- hold the conference at George Mason High School again
- bring in people to inspire and really have something to say
- more students should be involved
- more publicity needed
- gifted children in the performing arts
- have a "sharing time" to talk with others involved in gifted/talented programs
- an afternoon of problem solving
- provide motel arrangements for out of town participants

F. Please list suggestions for speakers of note and indicate area of expertise

Credit (Item IX from evaluation form)

- Jeanne Delp (6)
- Dr. J. Gallagher - gifted child (5)
- Bella Kranz (4)
- Dr. Frank Williams - creativity, productive thinking (2)
- Gina Ginsberg - New Jersey (2)
- Dr. Bill Martin - language arts (2)
- Walter Barbe
- Mrs. Henri Fisher - North Carolina State gifted program

- a parent
- Jesse Stuart - teaching written expression
- Rachel Wallace - creativity
- Dr Marvin Gold - questioning, Bloom and Guilford Taxonomy
- Dr. Renzuli - disadvantaged gifted (2)
- Dr. V. Ward - creativity
- Dr. Bruce Boston - C.E.C.
- Hal Lyon - USOE gifted and talented
- Dr. John Smith - GMU - math
- Margaret Yates
- Dr. Jeanne Hebeler (U. of Md. - Professor of Special Education)
- Dr. Diane Lowe - Framingham State College, language arts and reading
- Mary Burns - children's literature
- June Allen
- Dr. James Fisher - Maryland State Dept. of Education
- Dr. Jerry Weiss - Language arts, Jersey State
- Bodil Simpson - environmental education experiences and gifted children
- Dr. Robert Ponce - California State Dept. of Ed.
- Dr. Joe Walker - George State Teacher Training
- Elaine Bratman - New Jersey
- Murray Sidlin - Assistant Director of National Symphony Orchestra

Non-Credit (Item V from evaluation form)

- Gina Ginsberg - New Jersey consultant (6)
- James Gallagher (5)
- Walter Barbe (4)
- Jeanne Delp (3)
- Bea Kranz (3)
- Irving Sato - National Training Center Gifted/Talented (3)
- Frank Williams (2)
- Dorothy Sisk - Univ. of Florida (2)
- Elaine Bratman - New Jersey consultant (2)
- Lee Coleman (2)
- Someone from National Gifted/Talented
- Dr. Ward - Identification of the Gifted
- Murray Sidlin - Assistant Director of National Symphony Orchestra
- June Maker
- Eastern High School performers - show on black history
- Frederick Bell - New England Private School - creative drama
- Dr. Joe Walker - Georgia Teacher Training - values
- Dr. Robert Ponce - Ventura County California - cultural diversity
- Sara U. Smith - former Fairfax teacher - curriculum
- Mareen Miller - Groveton High School - science
- Jean Short - Virginia Beach - developing new programs
- June Allen
- Dr. James Fischer - Maryland State Department of Education
- Dr. John Carpenter - University of Southern California - (D.C.) intercultural education - philosophy
- Dr. Byron Fiman - psychologist

- Ms. Marylee Tatum - sex education
- Nora Cohen - elementary level, Philadelphia School District
- Fred Byington - secondary level, Philadelphia School District
- Renzulli

G. Please list suggestions for presentors of mini-labs and indicate areas of expertise

Credit (Item X from evaluation form)

- Field Lighthouse consultants (2)
- June Webb - setting up language arts lab (2)
- Jeanne Delp (2)
- Lee Coleman - coordination for gifted/talented programs (2)
- Bill Martin - IPC skills
- Bella Kranz
- Gwendolyn Cooke
- Vince Kashuda - principal
- Miss Jan Weiss - individualization in math, use of IMS system
- Press Jamerson (Longfellow) social studies
- Robert Hicks (Longfellow) math
- more local teachers
- Dr. Al Edgerman - organizing gifted programs
- Ms. Vivian Powers - President PEG Prince William County
- Gini Tygesen - Haycock Elementary School - early childhood ed.
- someone from H.E.W.
- Jerry Bruns - psychologist - Falls Church City Schools
- June Maker - gifted/talented
- Gail Cope (Hunt Valley School - Area IV) - music
- Stephen Dunning - poetry, literature
- Lynne Silverstein - Prince William Co. Schools - CEMREL kits and affective education
- Archaesus Children's Theatre - expression through Mime
- Lynn Arizzi - general music

Non-Credit (Item VI from evaluation form)

- Gina Ginsberg (2)
- Lee Coleman
- June Maker (2)
- discussion groups led by kids involved in gifted/talented programs
- math in elementary for further depth exploration, not just more temporary enrichment ideas
- hands on science, math
- extra curricular enrichment
- non-academic skills development for particular needs (typing, research skills, study habits)
- Dee Bennett
- Elaine Bratman
- Bea Gustafson
- Bonnie Polk

- Lynne Silverstein - art teacher, Prince William Co. Schools
- Len Diebert, Fairfax Parent Organization
- Mary Carroll Potter, Fairfax Parent Organization
- Dr. John Smith - GMU - math
- Dr. Gilstrap - GMU - science
- Ann Washington - Norfolk, Va. - gifted/talented program, alternatives for the future
- John Hornaday - Theatre in Education, Norfolk, Va. - creative dramatics
- Dr. Jerry Weiss - Jersey State - language arts (drama, poetry)
- Barbara Stuckey - GMU - language arts
- Mr. Burke Davis - Williamsburg, Va. - writing
- Jack Herrity - county art of budgetry

"Chrysalis - A Time for Change"
April 30, 1976 - May 1, 1976

Evaluation Form For Participants
In Conference Who Are Not Enrolled
For Credit

I. Please rank the following aspects of the conference according to your judgment.

	(1) Poor	(2) Below Average	(3) Average	(4) Above Average	(5) Excellent	(6) No Opportunity To Observe
Planning and Organization..	____					
Quality of Materials (Programs, etc.).....	____					
Contribution of Materials to Conference.....	____					
Registration Procedures....	____					
Calendar of Events.....	____					
Hospitality of Committee...	____					
Information Provided as to Facilities available, etc.	____					
Physical Facilities.....	____					
Luncheon.....						____
Length of Sessions.....						____
Contribution of Activities of Children.....						____
Choice of Topics for Mini-Labs.....						____
Length of Time Allotted for Mini-Labs.....						____
Keynote Speakers - Delp....						____
Cooke...						____

Presentation of Mini-Labs Attended

1. ____	7. ____	13. ____
2. ____	8. ____	14. ____
3. ____	9. ____	15. ____
4. ____	10. ____	16. ____
5. ____	11. ____	17. ____
6. ____	12. ____	18. ____

II. Do you feel that an annual conference of this type is worthwhile?
yes ____ no ____

III. What are your suggestions for topics for future conferences?

_____

_____

_____

over

IV. Strengths of the Conference _____

_____

_____

Weaknesses of the Conference _____

_____

_____

V. Please list suggestions for future speakers and indicate the area of expertise.

_____ _____

_____ _____

_____ _____

VI. Please list suggestions for Presentors of the Mini-Labs and indicate areas of expertise.

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

"Chrysalis - A Time for Change
April 30, 1976 - May 1, 1976

Evaluation Form For Participants In Conference Who Are Enrolled for Graduate Credit

I. Please rank the following aspects of the conference according to your judgment.

	(1) Poor	(2) Below Average	(3) Average	(4) Above Average	(5) Excellent	(6) No Opportunity To Observe
Planning and Organization..						
Quality of Materials (Programs, etc).....						
Contribution of Materials to Conference.....						
Registration Procedures....						
Calendar of Events.....						
Hospitality of Committee...						
Information Provided as to Facilities available, etc.						
Physical Facilities.....						
Luncheon						
Length of Sessions.....						
Contribution of Activities of Children.....						
Choice of Topics for Mini-Labs.....						
Length of Time Allotted for Mini-Labs.....						
Keynote Speakers - Delp....						
Cooke...						

Presentation of Mini-Labs Attended

1. ____	7. ____	13. ____
2. ____	8. ____	14. ____
3. ____	9. ____	15. ____
4. ____	10. ____	16. ____
5. ____	11. ____	17. ____
6. ____	12. ____	18. ____

II. Indicate the 4 Mini-Labs attended. Briefly describe the most important contribution (s) insofar as your professional edification is concerned. Also, list the major weakness (es) of each.

1. Mini-Lab Number____ _____

_____

_____

_____

Mini-Lab Number____ _____

_____

_____

_____

Mini-Lab Number____ _____

	Poor	Below Average	Average	Above Average	Excellent	No Opportunity To Observe
Planning and Organization						
Quality of Materials (Programs, etc)						
Contribution of Materials to Conference						
Registration Procedures						
Calendar of Events						
Hospitality of Committee						
Information Provided as to Facilities available, etc.						
Physical Facilities						
Luncheon						
Length of Sessions						
Contribution of Activities of Children						
Choice of Topics for Mini-Labs						
Length of Time Allotted for Mini-Labs						
Keynote Speakers - Delp						
Cooke						

Presentation of Mini-Labs Attended

1. ____	7. ____	13. ____
2. ____	8. ____	14. ____
3. ____	9. ____	15. ____
4. ____	10. ____	16. ____
5. ____	11. ____	17. ____
6. ____	12. ____	18. ____

II. Indicate the 4 Mini-Labs attended. Briefly describe the most important contribution (s) insofar as your professional edification is concerned. Also, list the major weakness (es) of each.

1. Mini-Lab Number____ _____

Mini-Lab Number____ _____

Mini-Lab Number____ _____

Mini-Lab Number____ _____

over

III. Indicate the major contributions of the keynote speakers, insofar as your professional edification is concerned. Briefly discuss the reason (s) for their educational value.

Gwendolyn Cooke - Academic Performance and the Arts

Jeanne Delp - "Mirrors for Reflection" - Perceptions for the Teacher, Administrator, Parent.

IV. List the most practical suggestions gained from this conference to assist you in working with the gifted/talented students. Briefly describe any changes that you will implement in your classroom.

V. Do you feel that an annual conference of this type is worthwhile?

yes _____ no _____

Jeanne Delp - "Mirrors for Reflection" - Perceptions for the Teacher, Administrator, Parent.

IV. List the most practical suggestions gained from this conference to assist you in working with the gifted/talented students. Briefly describe any changes that you will implement in your classroom.

V. Do you feel that an annual conference of this type is worthwhile?

yes _____ no _____

VI. What are your suggestions for topics for future conferences?

VII. What are your suggestions for improving the conference, if held, in the future?

VIII. What, in your opinion, is the greatest weakness of the conference?

IX. Please list suggestions for speakers of note and indicate area of expertise.

X. Please list suggestions for Mini-Lab speakers and indicate area of expertise.

XI. Please make any other comments desired.

VIII. What, in your opinion, is the greatest weakness of the conference?

IX. Please list suggestions for speakers of note and indicate area of expertise.

X. Please list suggestions for Mini-Lab speakers and indicate area of expertise.

XI. Please make any other comments desired.